



TASK FORCE ON NON-TRADITIONAL STUDENTS REPORT



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Executive Summary

In 2007, Transforming of Undergraduate Education (TUE) united the four undergraduate liberal arts colleges in Rutgers–New Brunswick—Douglass College, Livingston College, Rutgers College, and University College—to create the newly formed academic unit, the School of Arts and Sciences. The goal of the restructuring was for all students seeking a liberal arts degree to meet the same admissions criteria and curricular standards. Although this standardization benefited many students, some student groups such as non-traditional students (NTS) needed additional (or rather, different) support to find courses of study that they could complete through night, weekend, off-campus, and online course offerings. Thus, the University College (UCC), a non-matriculating service unit, was created to work with these students. Despite this effort to support NTS, ongoing changes to the core curriculum as well as limitations of the availability of evening and weekend course offerings make it challenging for NTS to complete degrees successfully through the new school-based structure in New Brunswick. To date, the non-traditional student population continues to increase in the

State of New Jersey, yet Rutgers University–New Brunswick (RU–NB) lags behind our Big Ten peers, AAU peers and other schools in New Jersey in regards to services and academic offerings for NTS.

University College Community aims to provide services that address the unique needs of NTS, however the University’s current educational delivery format and financial aid policies are not designed with this community of students in mind. RU–NB requires students to rearrange their schedules and sideline competing life demands so that they can participate in a traditional system designed for students who have recently graduated from high school. It is unfeasible to request that adults who have families to care for, work full-time, or commute, to restructure or accommodate their family or professional demands and schedules to an academic schedule and template that conflicts with their own. This situation often leads to many adult learners having to withdraw from courses—and for some, ultimately, from the university.

By 2025, 60% of Americans will need some type of high-quality academic credentials beyond

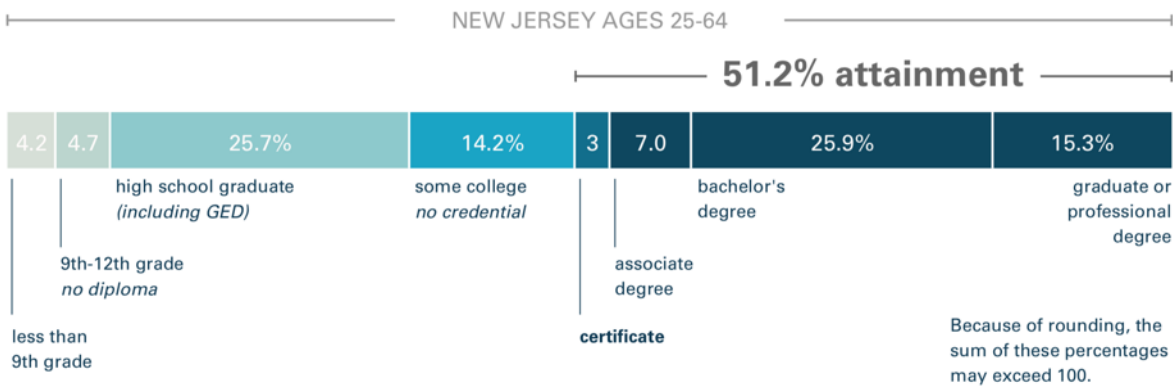
high school education. These credentials must have clear and transparent learning outcomes that lead to further education and employment. New Jersey’s current attainment rate is 51%, and the state is working towards increasing it to 65% by 2025. Because educational attainment beyond high school has become the key determinant of economic opportunity and social mobility, providing opportunities for post-secondary education is crucial. In New Jersey alone, 14.2% or approximately 750,000 people have some college credits but no credential (see table below). The Task Force on Non-Traditional Students seeks to attend to the educational and professional needs of these individuals. In other words, as a state institution, it behooves us to consider who are the constituents (or the publics) of a state university. And, more specifically, what becomes the state university’s responsibility to those publics?

Impressed by Chancellor Deba Dutta’s call to revisit the mission of Rutgers as a land-grant institution, task force members considered how the original tenets of a land-grant college may be applicable to today’s citizenry. Writ large, if the original land-grant pedagogical imperative back in 1864 was to teach new communities, mostly the working class previously excluded from the space of the university, as well as to bring in new fields of inquiry (e.g., agriculture, industry, and so forth) into the university setting, who are those publics today who would benefit from the land-grant mission, also what are the fields of inquiry that we as a public university ought

to consider investing in to teach and promote a certain economic agenda? The profile of non-traditional student (or adult learners) answers that question perfectly.

Members of the task force agreed that reaffirming Rutgers’ mission as a public land-grant institution would engage the state’s citizens as well as the state’s government and economy in quite felicitous ways, thus echoing former Governor Tom Kean’s motto, Rutgers and New Jersey: perfect together.

Highest Education Level Across New Jersey



How New Jersey compares to the nation

Educational attainment in New Jersey exceeds the national average, but work remains before it reaches 60 percent.



[Source; <http://strongernation.luminafoundation.org/report/2018/#state/NJ>]

Responsibility as a Land-Grant Institution

The goal of the Morrill Act of 1862 which established “Land-Grant” institutions of higher education in each of the states was: “without excluding other scientific and classical studies and including military tactic, to teach such branches of learning as are related to agriculture and the mechanic arts, in such manner as the legislatures of the States may respectively prescribe, in order to promote the liberal and practical education of the industrial classes in the several pursuits and professions in life.” The Morrill Act arose from the rationale that American social and economic development can best be served if higher education were made broadly available to the citizenry; and that the social and economic challenges of the day are best addressed by focusing on “liberal and practical education of the industrial classes.” Up to this point, American universities followed the English, “elitist” model where the privileged class pursued studies in philosophy and theology.

Periodic reassessment of the mission has been a touchstone of Land-Grant universities since they were formed. The drafters of the Morrill Act left it up to state legislatures to prescribe the details of mission and mechanism that best serve that state. The

significance of this provision lies in the understanding that each state presents unique social and economic challenges. Moreover, to an extent that likely could not have been envisioned in 1860, social and economic realities are in constant flux. What began in the mid-1800’s as a nation focused on agriculture, exploitation of seemingly boundless natural resources, and limitless opportunity has grown into a highly urbanized society that must compete in a global economy and resolve enormous hurdles of social and economic development in the face of unprecedented environmental challenges. The core mission of land-grants, which demands periodic reassessment of, and adaptation to ever-changing social and economic development needs, uniquely positions these institutions to the task of serving the citizenry. Our task force considered this need to reassess the mission, and as suggested earlier understood that non-traditional students and their professional needs dovetail neatly into the larger land-grant project to promote their “practical education.”

We find ourselves in 2018 at New Jersey’s land-grant university, Rutgers–New Brunswick, debating how best to serve and effectively mobilize non-traditional students of New Jersey. The 2015 Report

from the Task Force- *Serving Non-Traditional Students at Rutgers New Brunswick* well outlined the issue; “870,838 New Jersey adults – nearly one in five – have some college but no degree. Meanwhile, some estimates predict that by 2020 the majority of well-paying jobs in New Jersey will require a postsecondary credential.” Additionally, a strong positive correlation has been observed between attainment of a higher education credential and income. The Bureau of Labor Statistics data for 2013 revealed that the median wage of full-time workers with a bachelor’s degree is nearly twice that of full-time workers with a high school diploma. The evidence is clear; Rutgers must address the unique issues faced by non-traditional students in an effort to help them advance their position, and in so doing advance societal and economic development in the State.

History of Reports on Non-Traditional Students

Non-traditional students have garnered the attention of Rutgers–New Brunswick administrators and faculty for a number of years. There have been multiple task forces and committees formed to assess the ability of New Brunswick to address the needs of NTS. Below is a summary of some of the key findings from previous reports.

Non-Traditional Students Task Force Report, December 2006

The 2006 Task Force on Non-Traditional Students was charged with identifying the particular needs of non-traditional students (including admissions, transition to the University, appropriate course availability, and intellectual life outside the classroom) and with recommending structures and programs to meet these needs. The Task Force recommended the establishment of the University College Community (UCC) as an administrative unit reporting to Undergraduate Education (now, Undergraduate Academic Affairs) to enhance the educational experience of and advocate for the needs of non-traditional students. UCC was to work with the academic units to expand course offerings in the evening, weekend, and summer at RU–NB, pilot the development of hybrid online courses that

offer added flexibility and convenience, and provide “one-stop” academic and student life services to non-traditional students.

At Rutgers–New Brunswick, a non-traditional student is defined as an undergraduate student enrolled in a degree-granting school who meets at least one of the following criteria:

- Has been out of high school for 4+ years at the time of first undergraduate registration;
- Has had at least a 2-year interruption in their undergraduate education;
- Is a veteran or active duty military service member;
- Is enrolled in a RU-NB off-campus or online bachelor’s degree completion program;
- Is pursuing post-baccalaureate studies, primarily in undergraduate courses;
- Must take less than 12 credits due to significant non-academic commitments.

The following categories were recently added based on the findings of the Student-Parents Working Group:

- Is a parent, pregnant or legal guardian
- Is married or in a domestic partnership
- Is financially emancipated

The Task Force stressed the important role that various administrative and academic units have in the education of non-traditional students, and recommended the development of a faculty advisory board, appointed by the Vice President of Undergraduate Education, to engage the stakeholders on-campus in this effort and to advise UCC on issues of concern for non-traditional students.

Serving Non-Traditional Students at Rutgers–New Brunswick Task Force Report, April 2015

The 2015 Task Force was charged with advising the Chancellor on how RU–NB can better serve adult non-traditional students. The Task Force recommended restructuring UCC as a non-degree granting, School of Professional Studies (SPS), reporting to the Chancellor of RU–NB, to coordinate degree-completion programs for non-traditional students. Degree programs would remain under the academic units that choose to offer majors to non-traditional students. Schools or departments that choose not to offer degrees would be encouraged to contribute elective credits so that non-traditional students can complete degrees in a reasonable timeframe. It was also recommended that programs and courses be offered using a combination of delivery systems

including traditional on-campus and a variety of non-traditional options such as online, off-campus and hybrid formats. The Task Force recommended that SPS be governed by an Academic Oversight Committee composed of academic deans from participating schools, and that SPS be allowed to develop separate recruiting, admissions, transfer credit evaluation, advising and student support functions specifically geared toward non-traditional students.

Academic Unit Organization Committee Report, April 2017

The Academic Unit Organization Committee (AUOC) was charged in 2014 to examine how best to organize Rutgers as it responds to the evolving demands made of public universities. Among many key topics, the Committee again recommended an assessment of non-traditional student educational programming.

After reviewing the *2015 Task Force Report* and meeting with several academic and service units, the AUOC Subcommittee on Community Engagement and Outreach determined that

the needs of non-traditional students were being adequately met on the Newark and Camden campuses, but not in New Brunswick. The subcommittee, therefore, recommended the expansion of services for non-traditional students at RU–NB. The recommendations included renaming UCC to University College–New Brunswick (UC–NB) to better align with similar units at Newark and Camden, adding three full-time advisors and an administrator to the staff at UC–NB, and providing adequate space and funding to support the expanded services.

Background and Charge of the Task Force for Non-Traditional Students

Following the recommendations set by the Academic Unit Organization Committee (AUOC, April 2017), the Task Force on Non-Traditional Students was charged in February 2018 by Chancellor Dutta with performing a thorough review of policies and curricular programming that support non-traditional students in New Brunswick, as well as providing recommendations to improve the return and reintegration of NTS back into a university setting. The task force met bi-weekly from February 2018 through May 2018 to discuss and develop recommendations.

The AUOC final report recognized “that non-traditional students (NTS) might need additional support to find courses of study that they could complete through night, weekend, off-campus, and online course offerings.” In other words, the NTS profile differs from the traditional student in multiple ways, namely **1)** that their life history presents certain challenges to the structure of some academic programs, and **2)** that after a long-term leave of absence from school and given any professional training while away, these students may

require academic programming that is different from the current offerings by the university.

The Task Force had a two-fold mission. On the one hand, it was charged with considering and assessing some of the recommendations made by the AUOC, as well as contextualizing recommendations found in earlier reports and documents. On the other hand, it was also charged with considering the professional needs of NTS—and how Rutgers–New Brunswick may best address those needs. The Task Force on NTS was asked to consider special attention to curricular matters, make recommendations, and offer guidelines to handle previously-earned credits or degrees, thereby helping to articulate for NTS a program of study and completion goals that are clear and feasible. The Task Force was to consider the following questions:

- 1) What obligation does Rutgers–NB have as a land-grant institution in offering robust educational access to NTS? How may Rutgers–NB fulfill that responsibility?
- 2) What is the current degree-completion programming that Rutgers–NB offers

NTS? Is this programming relevant to the professional needs of this community of students in the State of New Jersey?

- 3) Review University College Community (UCC), and do a comparative study of degree-completion program models offered by our aspirational peers.
- 4) Determine the scope of UCC, and ask whether Rutgers should invest its efforts in reshaping the work of UCC, including but not limited to setting up satellite classes across the State, consider new modes of instructional delivery (hybrid, online, weekend programs), and so forth.
- 5) With over 750,000 New Jersey citizens who would fall under the category of NTS, consider the employment and economic benefits that a Rutgers–NB degree completion program may have to both students and the state. How do we design educational programming—from support systems to new curricula—that meets the needs of the New Jersey workforce, and that will allow NTS to

complete their degree and be prepared to enter that workforce?

As part of the information gathering, the Task Force met with Carl Van Horn, Senior Advisor for Strategy and Policy to New Jersey Governor Phil Murphy, to gain a better understanding on the direction of the Governor's economic plan. Professor Van Horn shared what he believes is Rutgers' obligation to the residents of New Jersey: to help NJ citizens to complete their

education, remaining mindful of the state's economy and professional trends.

The Task Force also met with Associate Vice Chancellor for Enrollment Management, Tania Castaneda, who from an admissions standpoint, provided insight on why NTS are not coming to Rutgers–New Brunswick. Additionally, throughout the Task Force's deliberations, Vice Chancellor Sifuentes-Jáuregui presented a progress report of its work to the

Chancellor's Cabinet, as well as to New Brunswick schools' deans, who responded with additional ideas regarding the design of educational pathways, as well as the role of online education in the curricular organization and course delivery to adult learners.

Current State for Non-Traditional Students at Rutgers–New Brunswick

Currently, University College (UC) is supported by a part-time Dean, one full-time Director and one full-time administrative assistant. The University College office is located at Federation Hall, which has more proximity to Douglass Residential College and SAS non-traditional services. UC affords students all facets of support from the pre-admissions process, evaluation of credentials, academic planning and support, and in choosing programs to fit their personal lives through degree completion. Students are channeled through the admission enrollment pathway once they have accepted the admissions offer and fit the criteria of the RU–NB-defined NTS. UC also performs outreach at academic and student affairs events, and directly informs the students of their eligibility. Staff and faculty throughout the NB Campus also refer students for assistance to UC. UC–

NB works with Enrollment Management (Admissions, Registrar, Financial Aid, Student Accounting), Housing, Deans of Students, Douglass Residential College, EOF, Veterans Services, Disability Services, Career Services, Learning Centers, Health Services, Human Resources and the following schools within New Brunswick:- SAS, SEBS, SOE, RBS, SMLR, EJB, MGSA. UC currently provides an important supplement to the resources at EJB and SMLR for their degree completion programs aimed at adult learners. UC provides enrollment services- registrar support, transfer center and academic support and advises students in both schools.

There are still many gaps in the support offered to adult learners. There is no universal acceptance of NTS criteria for all NB schools to adopt. There is also no system

in place to handle pre-admission evaluations from athletes through adult prospects where data is entered, transfer credits evaluated and proper tracking can be done for pre-admission. There is a minimal amount of scholarship and funding to assist NTS. There are no programs and policies in place granting Prior Learning (PLA) credits to working professionals. Additional adult-friendly major programs that can be completed solely online and/or with built-in flexibility of traditional, hybrid, evening and weekend are currently not offered. NTS are unable to reserve course sections. Campus-wide policies regarding transfer credits and consistent general education/core curriculum requirements do not exist. There is also a lack of virtual tutoring and writing programs available on extended evening and weekends.

TABLE 1: Example of course offerings in Fall 2017; this semester was used as larger numbers of sections are offered in the Fall. Undergraduate schools lack sufficient hybrid, online and evening time slots. Furthermore, 18% of the 203 hybrid courses offer evening meeting times where as 82% (28%-AM; 54% PM) are prior to 6:00PM.

F17 COURSES	REG INDEX NUMBERS*	HYBRID**	ONLINE***	AM	PM	EVE	TOTAL MEETING TIMES ****
01-SAS	3,913	55	192	2,414	4,399	932	7,745
04-SCI	263	93	12	95	169	79	343
05-GSE(UG)	112	4	27	51	54	20	125
07-MGSA	423	0	102	257	251	37	545
09-SSW(UG)	22	0	8	7	4	4	15
10-EJB	202	40	37	56	99	45	200
11-SEBS	412	5	67	263	359	12	634
14-SOE	373	1	0	241	358	36	635
33-RBS-NB	273	4	0	97	267	63	427
37-SMLR	153	1	46	49	67	26	142
TOTAL	6,146	203	491	3,530	6,027	1,254	10,811
		3%	8%	33%	56%	12%	

*Distinct Index Number Count

**Counted within time slot

***10 online courses had meetings

****Index number meeting times range from 1 to 5

Benchmarking

BIG TEN INSTITUTIONS

As previously mentioned, the definition of a non-traditional student varies, but generally, schools consider a non-traditional student as meeting at least one of these criteria:

- 24 years of age or older
- Parent, pregnant, or legal guardian
- Married or in a domestic partnership
- Veteran or actively serving in the armed forces
- Financially independent
- Returning to school from a two or more-year break in formal education

When reviewing our Big Ten peer's definition of non-traditional student, they have

similar criteria. Although our definitions are alike, the number of non-traditional students in our schools differ widely. Whereas, Rutgers University–New Brunswick continues to see a rise in the number of non-traditional students, the University of Nebraska-Lincoln remains primarily a traditional, full-time residential student institution.

The Task Force on Non-Traditional Students queried our Big Ten peers regarding the programs and services they offer to the NTS population. We received responses from Pennsylvania State University, Purdue University, University of Nebraska-Lincoln, University of Wisconsin-Madison, and the University of Maryland.

Additional information was gathered for the other Big Ten schools via their school website. Each school varied in the level of resources and services for non-traditional students. The most robust programs and services are found at Purdue, the Span Plan Nontraditional Student Services, and Pennsylvania State University that provide resources and services dedicated to the personal, academic, and career success of non-traditional students. Table 2 shares a selection of resources and services Big Ten institutions offer ranging from orientations, workshops and events, academic and career advising, among other resources and services.



TABLE 2: TYPE OF SUPPORT

School	Programs/Services	Center/Unit
<p>Pennsylvania State University</p>	<p>Adult Learner Programs and Services are located on each Penn State campus and is dedicated to adult learners on each campus and provide the following services:</p> <ul style="list-style-type: none"> • Credit evaluation • Prior learning assessment • Student aid and counsel • Advising 	<p>The Commission for Adult Learners is a central administration that coordinates services for adult students across their campuses.</p>
<p>Purdue University</p>		<p>Span Plan is a program/office that provides services including tutoring, scholarships, student orientation, mentoring, adult student organizations, coaching/advocacy/support that reports to the Provost.</p>

TABLE 2: TYPE OF SUPPORT

School	Programs/Services	Center/Unit
<p>University of Nebraska-Lincoln</p>	<p>New Student Enrollment offers a special program for students to meet other non-traditional students, learn about services that promote academic success and support services that cater to students who have taken a break from formal education.</p> <p>Some services dedicated to categories of non-traditional students include:</p> <ul style="list-style-type: none"> • Military and Veteran Success Center • Transfer Student Coordinators (2) • Grant program for students from the foster care system 	
<p>University of Wisconsin-Madison</p>		<p>Division of Continuing Studies' Adult Continuing and Special Student Services serves non-traditional students enrolled in for-credit but are non-degree seeking and non-credit learners. Some services through the Division are:</p> <ul style="list-style-type: none"> • Counseling • Workshops • Orientations • Academic advising • Financial assistance • Access to existing tutoring resources, University Office of Child Care • Health Insurance

TABLE 2: TYPE OF SUPPORT

School	Programs/Services	Center/Unit
University of Maryland, College Park	Learning Assistance Services provides resources to returning students including academic coaching to discuss the transition to the university.	<p>University College is a unit that specializes in educating busy professionals. It offers support services including:</p> <ul style="list-style-type: none"> • Academic and career advising • Tutoring • Student clubs and organizations • Library Services
Indiana University		<p>The Center for Students in Transition (SIT) identifies solutions and degree options that make the most sense for a student’s particular background and goals. In certain cases, SIT can serve as a transitional academic home when a student re-enters the university or moves from one degree to another.</p>
University of Michigan		<p>The Center for the Education of Women (CEW) serves as a resource, voice, and advocate to empower women and non-traditional students by providing immediate and ongoing services and financial support needed to ensure educational success and degree completion. Services offered include:</p> <ul style="list-style-type: none"> • Career and educational counseling • Events and workshops • Scholarships

TABLE 2: TYPE OF SUPPORT

School	Programs/Services	Center/Unit
Michigan State University	No dedicated resources and services for non-traditional/adult learners could be found.	
Ohio State University		<p>The Office of Distance Education and eLearning (ODEE) is an enrollment unit with special emphasis on academic advising for adult students who want to take undergraduate courses and are not currently interested in earning a degree from Ohio State.</p> <p>Ohio State Online offers a list of academic resources. It notes each student enrolled in Ohio State Online will be given an adviser upon admission.</p>
University of Illinois-Urbana Champaign	No dedicated resources and services for non-traditional/adult learners could be found.	
University of Iowa		<p>The University College was created in 2005 as an academic home for numerous courses or programs that span across multiple units. It provides services including orientation, student services, academic support, first-year seminars, tutoring, supplemental instruction</p>
University of Minnesota	No dedicated resources and services for non-traditional/adult learners could be found.	

TABLE 2: TYPE OF SUPPORT

School	Programs/Services	Center/Unit
Northwestern University		<p>The School of Professional Studies offers innovative, flexible programs on campus and online. Their Student Support Services team provides:</p> <ul style="list-style-type: none"> • Orientation • Degree planning assistance • Proactive communications to keep students on track • Course selection (including alternative course options, capstone enrollment, and specialization routes) • Assessment of progress toward graduation • Guidance to the academic policies and procedures of the school and university • Assistance with other university offices and resources • Assistance in career planning (e.g. self-assessment, resumes and cover letter consultation, leveraging credentials)

In addition to resources and services, non-traditional students need convenient, flexible degree and course offerings. As a result, the majority of Big Ten schools have fully online bachelor degree programs. Some of these programs are offered in academic units such as a School of Professional Studies or University College, whereas others are available through an online unit such as Ohio State Online, Purdue Global, Penn State World Campus. The schools that do not have online degree completion programs generally offer online, hybrid, evening and weekend courses. Our Big 10 peers see educating their citizens as a central mission of state universities. The Task Force’s review of our Big Ten contemporaries would strongly suggest the creation of a degree granting institution in NB fulfilling our mission as a land-grant institution: to educate, train and serve the residents of New Jersey.

The University of Iowa, University of Illinois, University of Maryland, Pennsylvania State University, Northwestern University, Michigan State University, University of Michigan, and University of Minnesota have partnered with Coursera to provide access to online degree programs and courses. Rutgers offers a handful of courses through Coursera, but no degree programs.

A select few Big Ten schools have a unit similar to Rutgers–New Brunswick’s University College, which was created to support adult and nontraditional students enrolled in undergraduate courses. Our University College is not a degree granting school, nor does it offer courses, but it helps students complete their degree at Rutgers by providing services such as academic advising. In comparison, the University of Maryland also has a University College, which was created to serve geographically dispersed adult learners and provides specialized support and undergraduate degree programs online or hybrid; Northwestern University has an academic unit, the School of Professional Studies that focuses on the education of adults and offers online or on-campus bachelor degrees; and the University of Iowa’s University College was created in 2005 to support students looking to complete their degree online after receiving an associate’s degree or who had prior college credits.

Table 3 summarizes some of the Big Ten school’s academic programs and units for non-traditional and adult learners.

TABLE 3: ACADEMIC PROGRAMS AND UNITS

Big Ten Institution	Academic Programs and Units
Pennsylvania State University	Penn State’s Outreach and Online Education shares courses and programs for adults with a variety of locations and scheduling options for adult learners. Additionally, Penn State World Campus has a variety of online courses and distance education undergraduate degree programs.

TABLE 3: ACADEMIC PROGRAMS AND UNITS

Big Ten Institution	Academic Programs and Units
Purdue University	<p>Purdue Global is dedicated to adult students who need flexibility to fit learning into their busy lives, making it possible to achieve a degree from a school within the Purdue University system from anywhere in the world. Purdue Global will deliver a fully personalized online learning experience that’s tailored to the unique needs of working adults. There are many bachelor degree offerings that are completely online.</p>
University of Nebraska-Lincoln	<p>University of Nebraska participates in the Great Plains IDEA and Ag*IDEA, a consortium of 20 universities offering courses and programs in the Human Sciences and Agricultural disciplines. https://online.unl.edu/programs/undergraduate</p>
University of Wisconsin-Madison	<p>The University of Wisconsin has online degree programs for undergraduates https://advanceyourcareer.wisc.edu/</p>
University of Maryland, College Park	<p>The University of Maryland’s University College specializes in educating busy professionals with completely online or hybrid degree programs with classes at 20+ locations.</p> <p>University College also offers a suite of student services to help students succeed, including a career center, tutoring and mentoring, 24-hour tech support, and much more</p>
Indiana University	<p>Indiana University Online, administered by the Indiana University Office of Online Education offers online bachelor’s degree programs in areas of Applied Science, Business, Computing and Technology, General Studies, Health and Health Sciences, Humanities, Informatics, Labor Studies, and Mathematics</p>

TABLE 3: ACADEMIC PROGRAMS AND UNITS

Big Ten Institution	Academic Programs and Units
University of Michigan	The University of Michigan only offers masters and PhD programs online and does not have any academic programs dedicated to non-traditional students.
Michigan State University	Michigan State University has two bachelor degree programs online, and a wide range of online and hybrid course offerings.
Ohio State University	Ohio State Online has three bachelor degree programs in Dental Hygiene, Health Sciences, and Nursing.
University of Illinois	<p>The University of Illinois System offers 17 bachelor degree programs online ranging from psychology, business, history, computer science, and English.</p> <p>The University of Illinois at Urbana-Champaign also offers online courses through its partnership with Coursera throughout the year including winter and summer sessions.</p>
University of Iowa	<p>The University of Iowa’s University College has degree completion programs for those with an associate’s degree or fully online degree programs in Applied Sciences and Liberal Studies.</p> <p>University of Iowa’s Distance and Online Education also offers three bachelor degree programs online- Enterprise Leadership, Political Science, Social Work, Business Administration, Sport and Recreation Management.</p>

TABLE 3: ACADEMIC PROGRAMS AND UNITS

Big Ten Institution	Academic Programs and Units
<p>University of Minnesota</p>	<p>University of Minnesota Online has online and blended programs.</p> <ul style="list-style-type: none"> • Fully online—All coursework can be completed online. For programs that require a practicum/rotation, as long as students can complete these in their own community, the program is still considered online. • Primarily online—At least 80% of instruction in the entire program is online. An intensive but short period of face-to-face coursework may be required (e.g., two weeks’ summer session). No required course in the program should necessitate that students travel to a classroom location weekly. • Partially online or hybrid—Between 50% and 80% of the instruction in the entire program is online. <p>There are 17 online undergraduate degree programs in Applied Health, Psychology, Accounting, Communication, just to name a few.</p>
<p>Northwestern University</p>	<p>The School of Professional Studies (SPS) provides a Northwestern education to students whose academic pursuits must be balanced with professional or personal commitments. SPS offers innovative, flexible programs on-campus and online with 12 bachelor’s degree majors, including an accelerated business leadership program that can be completed in as little as two years. Programs lead to one of three Northwestern University bachelor’s degrees. Two of the degrees—the bachelor of philosophy (BPhil) and the bachelor of science in general studies (BSGS)—are conferred by the Judd A. and Marjorie Weinberg College of Arts and Sciences. The third degree, the bachelor of philosophy in communication (BPhilCom), is conferred by the School of Communication.</p>

NEW JERSEY INSTITUTIONS

There are a number of colleges and universities across the State of New Jersey that offer academic programs and services dedicated to adult, non-traditional students. Some of these schools are smaller and can offer the personalized attention needed for this student population.

College Factual rankings of the best New Jersey schools for non-traditional students takes into account financial factors, degree completion, and student body composition and support.

- Financial factors include loan default rate, loan repayment rate, post-graduation earning, post-graduation unemployment, acceptance of life and military credits, and per credit charts.
- Degree completion measures the degree completion of returning adult and part-time undergraduates based on how many are at the school by looking at 6-year and 8-year graduation rates.
- And, the student body composition and support factors look at any non-traditional students at a school and what sort of accommodations and industry certifications does the school offer that is of interest to returning adults.

Table 4 shows the rankings from College Factual for New Jersey schools based on the factors described.



TABLE 4: COLLEGE FACTUAL RANKING OF NEW JERSEY INSTITUTIONS FOR NON-TRADITIONAL STUDENTS

Rank	Institution	Location	Tuition & Fees
1	Rutgers University-New Brunswick	New Brunswick, New Jersey	\$14,372 / \$30,023
2	Rowan University	Glassboro, New Jersey	\$13,108 / \$21,378
3	Thomas Edison State University	Trenton, New Jersey	\$6,350 / \$9,352
4	College of Saint Elizabeth	Morristown, New Jersey	\$32,282
5	Ramapo College of New Jersey	Mahwah, New Jersey	\$13,870 / \$22,870
6	Rider University	Lawrenceville, New Jersey	\$39,820
7	Kean University	Union, New Jersey	\$11,870 / \$18,637
8	Georgian Court University	Lakewood, New Jersey	\$31,618
9	The College of New Jersey	Ewing, New Jersey	\$15,794 / \$26,971
10	Montclair State University	Montclair, New Jersey	\$12,116 / \$20,007

Table 5 highlights a selection of New Jersey schools and their programs. Many of these schools are offering fully online degree completion programs or flexible evening programs, or have programs and centers offering support services similar to Rutgers–New Brunswick’s University College.

TABLE 5: NEW JERSEY INSTITUTIONS

Institution	Program Offerings
<p>Rowan University</p>	<p>The Division of Global Learning and Partnerships aims to support adult non-traditional learners by providing students with a variety of ways to earn credits toward an undergraduate degree at Rowan University. Through the Adult and Experiential Learning Center, students receive credit for prior learning and knowledge gained outside of the traditional academic setting through workplace experience, professional training, registered apprenticeship program credits, and other accomplishments in order to accelerate the pathways to degree completion. The undergraduate degree completion programs include: Nursing, Sociology, Liberal Studies, Law and Justice, Human Services, Disaster Preparedness and Emergency Management, and Construction Management. These programs are offered online, evenings, Saturdays, or off-campus at University's Glassboro and Camden campuses as well as the Sewell campus of Rowan College of Gloucester County. Rowan Global also has partnerships that allow for educational programs in various locations throughout the region. Students work alongside an academic adviser to chart their course towards degree completion that fits their needs.</p>
<p>Thomas Edison State University</p>	<p>Thomas Edison was one of the first schools in the country designed for adults and provides flexible learning methods that range from online courses and prior learning assessment to credit transfer for undergraduate programs tailored to the needs of adults. The school has courses and programs in more than 100 areas of study.</p>

TABLE 5: NEW JERSEY INSTITUTIONS

Institution	Program Offerings
<p>Montclair State University</p>	<p>The Adult Learning Program is committed to providing access to higher education and academic support to adult students. The Adult Success Programs ease student adjustment and integration into the college environment by addressing the unique challenges of the adult learner. These programs offer academic, career, and personal supportive services to non-traditional adult learners throughout their college experience through an individualized orientation, two-credit Adult Success Seminar, academic advising and support, academic development workshop, tutoring services, career counseling. Students who are transferring in credits receive an Analysis of Academic Progress (i.e. Credit Evaluation) within 10 business days from the receipt of the acceptance letter.</p> <p>Montclair State University Online does not offer online bachelor degree programs. Montclair University does have online and hybrid courses.</p>
<p>Ramapo University</p>	<p>Ramapo University helps adult students find a program that meets their needs and lifestyle. The school offers a variety of ways for returning adult students to finish their undergraduate degree, whether through part-time studies, online courses, or our accelerated evening programs. There are more than 40 traditional majors and 3 accelerated evening programs in Business Administration, Social Science, or Professional Communications. The Accelerated Programs have courses in the evenings, with a cohort of adult learners, fully mapped-out programs to ensure a clear path to finishing degree, accelerated eight-week terms, a Prior Learning Assessment program that allows credit for learning gained through work/family/volunteer activities, and a program director who serves as a first point of contact for your questions.</p> <p>The Center for Student Success offers non-traditional and working adult students with personalized attention, free tutoring services, and an academic adviser.</p>

TABLE 5: NEW JERSEY INSTITUTIONS

Institution	Program Offerings
<p>Georgian Court University</p>	<p>In recent years, Georgian Court University (GCU) has started focusing on adult learners and their needs with degree completion programs in various locations including Hazlet and Cumberland County College. GCU plans to expand its specialized, online degree programs in criminal justice and business to adult learners who already have college credits. Additionally, it has plans to establish degree-completion programs in Hunterdon County.</p> <p>GCU has a range of evening programs for undergraduates in the School of Arts and Sciences, School of Education, and School of Business and Digital Media.</p> <p>In October 2017, GCU became the new academic home for the working adult online students from Marygrove College in Michigan. The fully online bachelor’s degree program is offered through Vcamp360, GCU’s new online learning partner for adult online students.</p>
<p>Bloomfield College</p>	<p>Bloomfield College offers adult students accelerated programs, courses on weeknights and Saturdays, alternative learning programs (CLEP, DSST, Portfolio Learning Assessment) that enable students to get credit for college-level learning gained through life experience, and online, partially online, and on-campus classes. The Office of Adult Student Services provides academic advising with professional advisors, an on-line orientation specially designed for adult students, career counseling, and other services and resources to address the needs of adult students.</p>

Although Rutgers–New Brunswick’s University College has the framework to provide support services to non-traditional students, after assessing the programs and services Big Ten and New Jersey institutions are providing to this student population, it appears we are not nearly meeting the needs of these students. University College is not a degree-granting program and its very limited staff cannot provide the comprehensive support services needed to recruit and retain non-traditional students. In order to remain a viable option for these students, we must consider offering fully online degree programs and degree completion programs.

Final Recommendation

As evident in this report, Rutgers-New Brunswick has reviewed the problems and needs of NTS numerous times. Several plans and alternatives have been recommended, ranging from enhancing the existing organization to creating new models altogether. None of the reports to date have been successful in resolving the issues that NTS continue to face, therefore, the Task Force strongly recommends a vibrant new school, a degree-granting institution with a mission of attending to the educational and professional needs of the over 750,000 people that have some college credits but no degree. We envision a New School that recognizes that some non-traditional students will continue to be enrolled in other schools and works with those schools both in advancing their education and obtaining general education courses needed by its own students. The details are yet to be determined, but our goal is to have a school with faculty governance, one that complements rather than competes with existing units, and one that adds to educational opportunity for all who do not fit into existing Rutgers structures.

Our Chancellor is committed to public higher education and our obligation as a land-grant institution, based on innovation, excellence, and accountability. Moreover, the Task Force recommends that the faculty engage new academic programs that coincide with the state's burgeoning workforce and economic needs. Delivery of instruction must be responsive to the personal and professional needs of adult learners: thus, we recommend that New Brunswick take ownership and expand online education. We will use technology to increase efficiency and to engage faculty, staff, current and potential students in generating new ideas. Rutgers–NB will apply the outstanding strengths in serving the public and ensuring access to a full range of opportunities for our residents. Land-grant institutions have a profound impact on society and creating this vibrant new school to support the goals and dreams of our residents will put Rutgers–NB at the forefront of adult learners and online education.

Create a Named Degree-Granting School for Non-Traditional Students

Degree granting schools at Rutgers have authority over admissions, student policies, transfer credits and graduation requirements (along with the revenue under RCM associated with admitting students). Such a school would grant both its own degrees and joint degrees with other units. This structure would permit the development of Rutgers degrees in professional subject areas that are now taught at other Big Ten Schools as well as innovative new degrees designed to provide skills for economically-expanding fields, as envisioned in the *2016 University College* report. Existing New Brunswick schools would have to be consulted before this unit could develop a program like a Bachelor's in Business and Science that is potentially attractive to many non-traditional students but might burden existing units or impinge upon their domain. We envision a New School that recognizes that some non-traditional students will continue to be enrolled in other schools and works with those schools both in advancing their education and obtaining general education courses needed by its own students. The details



are yet to be determined, but our goal is to have a school with faculty governance, one that complements rather than competes with existing units, and one that adds to educational opportunity for all who do not fit into existing Rutgers structures.

Departmental Affiliation and Faculty Governance

The larger schools at Rutgers already have departments who would welcome more non-traditional students, whereas others are already stretched thin with traditional students, or who believe non-traditional students are not a good match for their programs. There are also departments in-between, concerned with a decreasing number of majors, but unsure if they want to change patterns of course offerings to attract non-traditional students.

One way to begin constituting a governing body of faculty for the Named Degree-Granting School would be to allow departments (or programs in schools that do not have departments) to affiliate as “NTS Associated” units that offer majors to students in the new school. These affiliated departments/programs would be required to offer courses in an NTS-friendly fashion, including online, hybrid, evening, weekend, and/or off-campus classes. Such a faculty unit would not leave its current school. All faculty in the department would become affiliated with the Named Degree-School, just as some faculty in professional schools are now considered as SAS Affiliates. A school would have to allow individual departments to affiliate. For instance, SMLR would have to allow the Human Resource Management

Department to affiliate if that department wanted it to.

Affiliated faculty would determine admissions requirements, student policies, transfer policies, and graduation requirements of the new Named School. Departments offering majors would make decisions governing their majors, determining needed areas of study, staffing courses, ensuring the quality of instruction, and so forth. For new majors, the Named School will locate Rutgers faculty in related fields who would be gathered as a governing faculty for that particular program and/or who would work to hire additional faculty with particular expertise. The Named Degree-Granting School would need to navigate the approval process for new programs with the University and within the State of New Jersey.

Rutgers–NB Online

Despite lingering challenges, the pedagogical landscape for adult learners is changing and online education occupies a central spot in that landscape. Universities have been relying on online education more and more to help satisfy a real need. It is more than just a convenience, but rather a pedagogical necessity that has created new methods for teaching and learning. In order for Rutgers–NB to remain

competitive in the coming years and use technology efficiently, we have to create a robust, organized online profile. The flexibility of online courses works especially well for students with family, professional or other life obligations, and can be effective at increasing access for non-traditional students while removing some key logistical barriers to degree completion. Rutgers-NB needs to jump-start its online efforts and reach more adult learners with career-focused programs. With the rise in online learning for adults, a number of institutions are folding their adult-serving operations into divisions that oversee distance education. Since New Brunswick does not have its own robust and organized office for online education, creating this combined office could be a cost-effective solution. The academic leadership of NB must strike a delicate balance by creating programs that are appealing and accessible to adults, while ensuring their academic rigor. Rutgers–NB online should incorporate high-impact educational practices that take advantage of the experience, knowledge and context that adult learners bring to the classroom. Alongside the creation of a new school for adult learners, the Task Force recommends the formation of a small working group, bringing together deans and other academic leaders, to set up and

implement the creation of a New Brunswick online educational profile.

Working with Community Colleges

Rutgers NB needs a comprehensive, organized online program which allows all schools in NB to offer online courses and degrees. Rutgers–NB must also leverage partnerships with community colleges, employers, and other local organizations to ensure that our curricula and practices remain relevant and current to the transforming New Jersey economy. Many institutions are developing relationships with community colleges to identify and attract NTS. Data suggests that as many as 80% of community college students begin with the goal of completing their bachelor’s degree; however, only about 14 % do so within six years of enrolling. These partnerships allow four-year institutions to target potential students and develop pathways to bachelor’s degree completion. These types of partnerships also allow four-year institutions to expand their reach in areas through the satellite sites. Moreover, four-year institutions are increasingly leveraging these partnerships to extend their reach into new markets. The Task Force proposes that the new school create relationships and agreements

with community colleges in order to streamline the progress of NTS. This streamlining and collaboration will encourage more effective program design and coordination for these students’ programming, allowing them to pre-plan and fulfill a host of requirements-- from general education to major and minor requirements in a more timely fashion. Rutgers University currently has a number of Cooperative Academic Program agreements (but they are not organized comprehensively for the New Brunswick campus. We encourage that the new school, as well as all New Brunswick schools, enter into a management relationship similar to what Rowan or Penn State have been doing with community colleges. These kind of agreements would offer a significant opportunity for Rutgers–NB in order to start competing with our Big Ten peers.

Budget, Staffing Recommendations & Fundraising Opportunities

The budget recommendations are based on the current RCM metrics but should be updated if the plan is not implemented by FY21. Starting in FY21, Rutgers–NB will admit a cohort of 200 students, increasing to 550, 1000, and 1500 in the subsequent years. The model assumes that the New School (aka NS in this document) can accommodate all years by contracting with existing schools for lower/upper division liberal arts (and, for willing partners, professionals) courses for its students. The NS would ask for, say, a range of general education courses that would be SAS (or other school) courses, taught under their oversight but specifically for the NS. The NS would pay for the instruction out of tuition, and SAS would retain 75% of the net after instruction tuition. Instructors would be SAS selected at a ratio of 60% full-time (average loaded salary at \$157,500) or part-time lecturers of their choice. Sections could be restricted to non-SAS or all NB schools. In its initial first few years 75% of classes would be from existing existing schools, 25%

being new classes in the NS, phased down to 60%–40% depending on demand and the feedback from students, faculty and schools. This initial plan could be easily scaled up or down. For example, if we need a specialized English course for our new cohort (new school would pay for the instructor), win-win putting new students in seats that need them.

The current model is based on an average of 6 courses a year (might move up to 7), since summer is now being considered a third term. The NS would develop new relevant courses and programs over time and hire their own full-time faculty or PTLs. There are a range of ways to handle the academic oversight (committees, etc.), but the model focuses on the financials and attempts to create a win-win by sharing revenue for new students with existing units. For example, NS could contract with EJB for its public health major.

The Budget recommendations below are based on the following assumptions:

- 1) Salaries are based upon market determination (mid-grade of RU MPSC or URA-AFT, or IT positions)
- 2) ESTIMATED payroll and state taxes
- 3) Uses 42.88% as a benefit cost
- 4) Tuition starts in FY 2021 at \$400/credit with 2% increases thereafter
- 5) Sections “A”, “B”, and “C” are set up to total in the traditional manner, summing up at the bottom, however,
- 6) Because Sections “D” and “E” are left open with many more unspecified options, they are constructed to add from the top down, so we may add to the list, the sum will show at the top of the section
- 7) Approximately a 2% Wage COLA
- 8) Anticipate an average of 6 courses per year per student
- 9) Liberal Arts course sections (and others) are contracted with NB Schools yielding 25% revenue for NS
- 10) Specialized new major courses taught by NS, 100% tuition
- 11) New revenue distribution to be determined as cost pool offset and revenue sharing with sponsoring unit (Item 9)

"A"

		<u>7/1/19-6/30/20</u>	<u>7/1/20-6/30/21</u>	<u>7/1/21-6/30/22</u>	<u>7/1/22-6/30/23</u>	<u>7/1/23-6/30/24</u>
SALARIES	Salaries and Wages					
	Dean	\$175,000	\$178,500	\$182,070	\$185,711	\$189,426
	Assistant Dean (Grade 8)	\$106,245	\$108,370	\$110,537	\$112,748	\$115,003
	Assistant Director of Marketing & Communications (Grade 7)	\$92,386	\$94,234	\$96,118	\$98,041	\$100,002
	Administrative Assistant	\$65,000	\$66,300	\$67,626	\$68,979	\$70,358
	Business Manager I (Grade 6)	\$80,334	\$81,941	\$83,579	\$85,251	\$86,956
	Sr. Admissions Counselor (Grade 7, MPSC)	\$92,386	\$94,234	\$96,118	\$98,041	\$100,002
	Admissions Counselor (Grade 6 URA-AFT)	\$75,084	\$76,586	\$78,117	\$79,680	\$81,273
	Admissions Counselor (Grade 6 URA-AFT)	\$75,084	\$76,586	\$78,117	\$79,680	\$81,273
	Sr. Academic Advisor (Grade 7)	\$92,386	\$94,234	\$96,118	\$98,041	\$100,002
	Academic Advisor (Grade 6 URA-AFT)	\$75,084	\$76,586	\$78,117	\$79,680	\$81,273
	Academic Advisor (Grade 6 URA-AFT)	\$75,084	\$76,586	\$78,117	\$79,680	\$81,273
	Sr. Instructional Designer - online (Grade 7 IT)	\$105,676	\$107,790	\$109,945	\$112,144	\$114,387
	Instructional design - online (Grade 5 IT)	\$79,908	\$81,506	\$83,136	\$84,799	\$86,495
SALARIES SUB-TOTAL		\$1,189,657	\$1,213,450	\$1,237,719	\$1,262,474	\$1,287,723

"B"

		<u>7/1/19-6/30/20</u>	<u>7/1/20-6/30/21</u>	<u>7/1/21-6/30/22</u>	<u>7/1/22-6/30/23</u>	<u>7/1/23-6/30/24</u>
STATUTORY	(Payroll taxes (NJ))					
0.062	Soc SFICAec	\$73,759	\$75,234	\$76,739	\$78,273	\$79,839
0.0145	Medicare	\$17,250	\$17,595	\$17,947	\$18,306	\$18,672
	State UI	\$400	\$408	\$416	\$424	\$433
	State Disability	\$400	\$408	\$416	\$424	\$433
STATUTORY SUB-TOTAL		\$91,809	\$93,645	\$95,518	\$97,428	\$99,377

"C"

		<u>7/1/19-6/30/20</u>	<u>7/1/20-6/30/21</u>	<u>7/1/21-6/30/22</u>	<u>7/1/22-6/30/23</u>	<u>7/1/23-6/30/24</u>
BENEFITS						
0.4288	Health Care	\$510,125	\$520,327	\$530,734	\$541,349	\$552,176
	Pension					
	Insurance					
	Other					
	Other 2					
		\$510,125	\$520,327	\$530,734	\$541,349	\$552,176

"D"

		<u>7/1/19-6/30/20</u>	<u>7/1/20-6/30/21</u>	<u>7/1/21-6/30/22</u>	<u>7/1/22-6/30/23</u>	<u>7/1/23-6/30/24</u>
OPERATIONS						
	SUBTOTAL (This sums from below)	\$401,450	\$379,480	\$381,439	\$381,491	\$390,227
1	Space	\$121,450	\$121,450	\$123,879	\$123,879	\$130,073
2	Utilities	\$2,000	\$2,030	\$2,060	\$2,112	\$2,154
3	Equipment Computer	\$16,000	\$3,000	\$3,000	\$3,000	\$4,000
4	Office equipment	\$12,000	\$3,000	\$2,500	\$2,500	\$4,000
5	Recruitment materials	\$75,000	\$75,000	\$75,000	\$75,000	\$75,000
6	Advertising	\$150,000	\$150,000	\$150,000	\$150,000	\$150,000
7	Events	\$25,000	\$25,000	\$25,000	\$25,000	\$25,000

"E"

		<u>7/1/17-6/30/18</u>	<u>7/1/18-6/30/19</u>	<u>7/1/19-6/30/20</u>	<u>7/1/20-6/30/21</u>	<u>7/1/21-6/30/22</u>
CAPITAL						
	SUBTOTAL (This sums from below)	\$0	\$0	\$0	\$0	\$0
1	Enter Capital Cost					
2	Enter Capital Cost					
3	Enter Capital Cost					

* Fill out as needed based on approved plan

	<u>7/1/19-6/30/20</u>	<u>7/1/20-6/30/21</u>	<u>7/1/21-6/30/22</u>	<u>7/1/22-6/30/23</u>	<u>7/1/23-6/30/24</u>
NS TUITION/CREDIT	N/A \$	400 \$	408 \$	416 \$	424

Overview of all credits: NS and Sponsored					
Revenue	<u>7/1/19-6/30/20</u>	<u>7/1/20-6/30/21</u>	<u>7/1/21-6/30/22</u>	<u>7/1/22-6/30/23</u>	<u>7/1/23-6/30/24</u>
Headcount	0	200	550	1000	1500
Course registrations	0	1200	3300	6000	9000
Credit hours	0	3600	9900	18000	27000
Sections		48	132	240	360
Tuition rate	N/A \$	400 \$	408 \$	416 \$	424
Tuition revenue \$	- \$	1,440,000 \$	4,039,200 \$	7,490,880 \$	11,461,046

ENROLLMENT AND COURSE SECTIONS CONTRACTED WITH EXISTING UNITS					
	<u>7/1/19-6/30/20</u>	<u>7/1/20-6/30/21</u>	<u>7/1/21-6/30/22</u>	<u>7/1/22-6/30/23</u>	<u>7/1/23-6/30/24</u>
NS Headcount		200	550	1000	1500
Student fee to contracted units	\$	- \$	- \$	- \$	-
Enrollments contracted		900	2310	3900	5400
Credit hours contracted		2700	6930	11700	16200
Contracted revenue (Item 9)	\$	1,080,000 \$	2,827,440 \$	4,869,072 \$	6,876,628
Net to existing units after 25% to NS	\$	810,000 \$	2,120,580 \$	3,651,804 \$	5,157,471
Course sections SAS/Others		36	92	156	216
Section staffing: FT NTT		22	55	94	130
Section Staffing: PTL/Other		14	37	62	86
SAS/Other NTT Instruction	\$	486,000 \$	1,272,348 \$	2,191,082 \$	3,094,483
SAS/Other PTL Cost	\$	75,600 \$	199,584 \$	349,440 \$	496,800
TOTAL SAS/OTHER Instruction	\$	561,600 \$	1,471,932 \$	2,540,522 \$	3,591,283
NET TO CONTRACTED UNIT PRIOR TO COST POOL	\$	248,400 \$	648,648 \$	1,111,282 \$	1,566,188

New School (NS) FINANCIAL PRO FORMA (FY2020 through FY2024)					
	7/1/19-6/30/20	7/1/20-6/30/21	7/1/21-6/30/22	7/1/22-6/30/23	7/1/23-6/30/24
Headcount NS	—	200	550	1000	1500
NS Student fee	—	\$20,000	\$57,200	\$109,000	\$166,500
Registrations NS	—	300	990	2100	3600
NS CREDIT HOURS	—	900	2970	6300	10800
Tuition from contracted courses	(25%)	\$270,000	\$706,860	\$1,217,268	\$1,719,157
TUITION NS COURSES	—	\$360,000	\$1,211,760	\$2,621,808	\$4,584,419
TOTAL TUITION/FEE REVENUE	—	\$650,000	\$1,975,820	\$3,948,076	\$6,470,076
Sections offered NS	—	12	40	84	144
NTT Sections NS	—	6	24	50	86
PTL Sections NS	—	3	16	34	58
NS NTT Costs	—	\$135,000	\$545,292	\$1,179,814	\$2,062,988
NS PTL COSTS	—	\$15,750	\$85,536	\$188,160	\$331,200
		\$150,750	\$630,828	\$1,367,974	\$2,394,188
Tuition less instruction		\$499,250	\$1,344,992	\$2,580,102	\$4,075,887
NS Operational Costs					
"A" Administrative	\$1,189,657	\$1,213,450	\$1,237,719	\$1,262,474	\$1,287,723
"B" Statuary Cost	\$91,809	\$93,645	\$95,518	\$97,428	\$99,377
"C" Benefits	\$510,125	\$520,327	\$530,734	\$541,349	\$552,176
"D" Operations	\$401,450	\$379,480	\$381,439	\$381,491	\$390,227
"E" Captial	\$0	\$0	\$0	\$0	\$0
TOTAL COSTS (after instruction)	\$2,193,041	\$2,206,902	\$2,245,410	\$2,282,741	\$2,329,503
NS TOTAL NET GENERATED	(\$2,193,041)	(\$1,707,652)	(\$900,418)	\$297,361	\$1,746,385

SPACE REQUIREMENTS	
	NASF
Dean	270
Assistant Dean (Grade 8)	150
Assistant Director of Marketing & Communications (Grade 7)	150
Administrative Assistant	120
Business Manager I (Grade 6)	150
Sr. Admissions Counselor (Grade 7, MPSC)	150
Admissions Counselor (Grade 6 URA-AFT)	120
Admissions Counselor (Grade 6 URA-AFT)	120
Sr. Academic Advisor (Grade 7)	150
Academic Advisor (Grade 6 URA-AFT)	120
Academic Advisor (Grade 6 URA-AFT)	120
Sr. Instructional Designer - online (Grade 7 IT)	150
Instructional design - online (Grade 5 IT)	120
PTL Offices (bullpen)	400
Contingency	150
Contingency	120
Conference	270
Machine room	120
Utility Room	120
Classroom	400
TOTAL SPACE INITIAL	3,470
Common space charge	868
TOTAL SPACE	4,338
Per Sq Ft	\$ 28.00
Space Costs	\$ 121,450

NOTES

[Section size=25](#)

NTT @ \$157,500 @ 7 courses w/ Fringe

PTL @ \$5,500

Contracted starts at 75%, matures to 60%

FT NTT at 60%; PTL at 40%

NS Student fee increases from 100/year to 111/year (FY21 to FY24)

NTT increases by 2% annually

Year	NTT Loaded	Per section
FY21	\$ 157,500	\$ 22,500
FY22	\$ 160,650	\$ 22,950
FY23	\$ 163,863	\$ 23,409
FU24	\$ 167,140	\$ 23,877

Year	PTL PER SEC
FY21	\$ 5,250
FY22	\$ 5,400
FY23	\$ 5,600
FU24	\$ 5,750

References

¹ <http://strongernation.luminafoundation.org/report/2018/#state/NJ>

² (Fain, P. “Demanding Results on Transfer.” *Inside Higher Ed*, May 2017. <https://www.insidehighered.com/news/2017/05/09/foundation-fund-college-partnerships-community-college-transfer>)

³ <https://academicaffairs.rutgers.edu/cooperative-academic-programs>

Blumenstyk, Goldie, *The Adult Student*, Chronicle of Higher Education, February 2018

Appendix A: Members of the Task Force on Non-Traditional Students

Chaired By:

Ben. Sifuentes-Jáuregui, Vice Chancellor, Undergraduate Academic Affairs

Members:

Ray Caprio, University Professor, Director of Undergraduate Programs, Director of Bloustein Center for Local Government Research, Edward J. Bloustein School of Planning and Public Policy

Alexis Crosta, Senior Executive Associate, Undergraduate Academic Affairs

Michael Hewson, Assistant Vice Chancellor, Undergraduate Academic Affairs

Thomas Leustek, Associate Dean of Academic Administration, School of Environmental and Biological Sciences, Department of Plant Biology

Peng Song, Associate Dean, Undergraduate Education, School of Engineering

Sarolta Anna Takacs, Professor of History, Director of Modern Greek Studies Program, School of Arts and Sciences, Department of History

Paula Voos, Associate Dean and Director, Undergraduate & Master's Programs in Labor and Employment Relations

Ralf Warmuth, Associate Professor and Vice Chair of Undergraduate Programs, School of Arts and Sciences Department of Chemistry and Chemical Biology

Appendix B: Committee Charge

Following the recommendations set by the Academic Unit Organization Committee (AUOC, April 2017), the Task Force on Non-Traditional Students (NTS) is charged with performing a thorough review of policies and curricular programming that support non-traditional students in New Brunswick, as well as providing recommendations to improve the return and reintegration of NTS back into a university setting.

The AUOC final report recognizes “that non-traditional students (NTS) might need additional support to find courses of study that they could complete through night, weekend, off-campus, and online course offerings.” In other words, the NTS profile differs from the traditional student in multiple ways, namely **1)** that their life history presents certain challenges to the structure of some academic programs, and **2)** that after a long-term leave of absence from school and given any professional training while away, these students may require academic programming that is different from the current offerings by the university.

This Task Force has a two-fold mission. On the one hand, it will consider and assess some of the recommendations made by the AUOC, as well as contextualize recommendations found in documents such as “Serving Non-Traditional Students at Rutgers New Brunswick: Report from the Task Force” (April 2015) and other reports related to non-traditional students and University College Community. On the other hand, it will consider the professional needs of NTS—and how Rutgers–New Brunswick may address those needs. The Task Force on NTS may therefore consider special attention to curricular matters, make recommendations, and offer guidelines to handle previously-earned credits or degrees, thereby help

articulate for NTS students a program of study and completion goals that are clear and feasible. The Task force will consider the following:

- 1)** What obligation does Rutgers-NB have as a land-grant institution in offering robust educational access to NTS? How may Rutgers-NB fulfill that responsibility?
- 2)** What is the current degree-completion programming that Rutgers-NB offers NTS? Is this programming relevant to the professional needs of this community of students in the State of New Jersey?
- 3)** Review University College Community (UCC), and do a comparative study of degree-completion program models offered by our aspirational peers.
- 4)** Determine the scope of UCC, and ask whether Rutgers should invest its efforts in reshaping the work of UCC, including but not limited to setting up satellite classes across the State, consider new modes of instructional delivery (hybrid, online, weekend programs), and so forth.

With over 900,000 New Jersey citizens who would fall under the category of NTS, consider the employment and economic benefits that a Rutgers-NB degree completion program may have to both students and the State. How do we design educational programming—from support systems to new curricula—that meets the needs of the New Jersey workforce, and that will allow NTS to complete their degree and be prepared to enter that workforce?

Appendix C: Fundraising

Supporting The Vision

These specific priorities will guide the University's development efforts:

A. Naming Opportunities

- College — \$10 million
- Building — \$ depends on new or existing Rutgers space or leased space
- Spaces inside the NS College Building — TBD
- Endowed Funds and Current Operation Funds — \$50 million

B. Scholarships — Osher Re-entry Scholarship Program

(<http://www.osherfoundation.org/index.php?scholars>)

- Paying for college while meeting all the other financial responsibilities that adult learners face can be challenging. Scholarships could be created address and ameliorate that challenge.
- Some of services or programs could include comprehensive financial aid counseling; undergraduate advising; free law clinic; free tax preparation assistance at RBS; disability, veteran and career services; on-campus, low cost child care; options for family health insurance and access to health care through the RWJ.

C. Research Awards

A Premier Naming Opportunity

To establish an endowment in support of the Rutgers–NB NTS—naming its various defining components, programs and scholarships—represents a powerful legacy opportunity as this Rutgers–NB initiative promises to become synonymous with the very best and most groundbreaking non-traditional educational models in the United States.